

# Kentucky Literacy Link

A Publication of the Kentucky Department of Education (KDE)

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## Volume 4, Issue 7

February 2014

### How to Eat an Elephant—Part Deux

*Mikkaka "MK" Overstreet is a KDE literacy consultant and the editor of this publication.*

As I've mentioned, I'm currently working on my PhD. This – coupled with a full-time job, being a wife and mother (to a snake and a cat, but who's counting?), trying to exercise and also have a social life – sometimes leaves me overwhelmed. Thus, I've embraced the idea of taking life a bite at a time.

I don't think I initially realized the power in that idea.

This semester is writing heavy. It's my last semester of coursework and it's time to publish. This shouldn't be a problem. I love to write. It is by far my favorite form of expression. I prefer to write rather than speak. I like the chance to revise and edit before putting an idea out there. You can't do that with speech.

I've always loved writing. As a child I dreamed of living in a cabin in the woods with my cats, sitting in my papasan chair furiously pecking at my typewriter and staring

moodily out of my library's glass wall. (That didn't quite work out, but I guess there's still time.)

Still, there hasn't seemed to be enough time for scholarly writing. Except there is. If I add up the time I spend daily on Pinterest or Googling funny cat memes there are unused minutes to be found. I recently decided to dedicate those minutes to writing.

For at least 15 minutes a day, first thing in the morning, I write. – just write. (Research to support the writing has to happen at a different time.)

It is amazing how much I've accomplished in a week. It has become addictive, routine, necessary. I get out of bed and head straight into my office. I open one of my documents in progress and set my timer. Then I just write.

If I'm not done when the timer goes off, I continue for as long as I have time and desire. If I get stuck on a word or phrase, I highlight it in red and keep going. I don't worry about the sequence or complet-

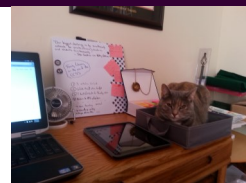
ing an entire section – if I lose steam I skip a few lines and start on a different idea. Revision will come later. The goal is to get words on the page.

I don't know if my replica of Hermione's timeturner works or what, but that 15 minutes is magic. I currently have three pieces of writing in development. They were but smoke and vapors a week ago. Each is several pages. And I feel AWESOME.

Fifteen minutes. *That's all.* You have 15 minutes to spare. You just have to decide how to spend it.

Will you use it to improve your health? Fifteen minutes a day of exercise is a lot better than none. What about to improve your mind? Fifteen minutes a day of reading could go a long way.

You can do it, friends. One bite at a time.



My "Writerly Space"

### Kentucky Department of Education Updates

#### Professional Learning Opportunities in CIITS

Do you need professional learning support aligned to English learners, students with special needs, technology integration, research practices, and the Danielson Framework? Use and share [these lists](#) of PD360 videos and groups that are available through [CIITS](#).

#### Kentucky Holds Steady in 2013 "Quality Counts" Report Education Commissioner Terry

Holliday praised Kentucky teachers, administrators, parents, students, business and community members following the release of an annual assessment of all states on key education indicators.

Each year, [Education Week](#) (a national publication that focuses on P-12 education) produces a special issue, "Quality Counts." The report tracks key education indicators and grades states on their policy efforts and outcomes.

Last year, Kentucky ranked 10th in the nation. This year, due to changes such as the Common Core State Standards and Elementary and Secondary Education Act waivers and the impact they might have on the report's indicators and grading framework, the report did not provide overall rankings but did assign specific grades and state rankings in six categories. Kentucky showed modest improvement. For more information, see the [press release](#).

## Career and Technical Education: Encourage Student Talk

[Teresa Rogers](#) is a KDE literacy consultant. Rogers has taught nursing, health sciences, elementary reading and writing, and high school English. In the February 2013 issue, Rogers began a series on literacy in career and technical education (CTE). She continues here with that series. For more information, visit her [Literacy in Career and Technical Education website](#).

Encourage student talk? Do I really need to do that? Don't students talk enough? The answer to all three questions is a resounding YES! But not just any talk. We must be explicit in teaching skills students need to effectively communicate in today's diverse environments. The Kentucky Core Academic Standards for English Language Arts addresses students' ability to listen attentively so that they are able to build on others' ideas and express their own clearly and persuasively.

One of the 21<sup>st</sup> century skills defined in the [P21 Framework](#), speaking and listening proficiency is essential within any career pathway. Whether it's an interview, collaborating with colleagues, or interacting with customers or clients, speaking and listening proficiency is an often overlooked component of success.



So how do you encourage the 'right' kind of student talk in your classroom? First, define what types of conversations professionals in your field most often engage in. Do they actively listen as clients describe a problem to be fixed? Do they ask questions to clarify customer concerns? Do they inform how to complete a task, argue for a solution, or explain cause and corrective actions? After you've reflected on these questions, it's time to consider what it looks like in practice.

The key to encouraging appropriate student talk begins with creating a classroom culture built on respect, expectations, and support. Guide students to create a list of the norms or expectations in their conversations with peers, teachers, and employers. Ask these questions to help students generate ideas while giving you an opportunity to explain

the importance of each attribute.

- What is active listening?
- What does respect look like in a conversation?
- What do I do if I disagree with the speaker?
- Why is it important that everyone participate?
- Why is it important to use accurate technical language?

Once you have a clear, concise list it's important to post them for reference. But don't just leave them there! Weave opportunities for students to use them in each unit of study. Model how they look in the real world. Provide positive feedback when you see students communicating appropriately. Occasionally ask students to evaluate whether the guidelines are being followed. Revisit them frequently to set the tone that these are the expectations to which they will be held accountable.

So encourage your students to talk, but do so with guidance and support. For more information and ideas check out this resource, "Creating Discussion Guidelines" at <http://gsi.berkeley.edu/teachinguide/sections/guidelines.html>.

## Technology Critique: Socrative

Kate Wintuska is a fifth grade reading and writing teacher at Woodlawn Elementary School in Boyle County.

[Socrative](#) is a FREE assessment tool that provides students and teachers with immediate feedback on content mastery. Perfect for formative and pre-assessments, Socrative is a resource I use daily in my 1:1 fifth grade classroom.

### How Does it Work?

You, as the teacher, can create multiple choice and short answer questions (using text or pictures). Or you can use Socrative's pre-made quizzes for quick formative assessments. When I add an assessment, I make and save it in Microsoft Word and then copy/paste into

Socrative. Having the quiz on a word document allows me to project it on the board and review commonly missed questions after students finish.

Students download the Socrative app on their mobile or computer and type in your classroom code. This code is assigned to you when you sign up for your Socrative Teacher account.

As students take the assessment, you get on-the-spot feedback on student progress and students' scores. When students have finished, Socrative emails you an Excel document with student scores within 60 seconds. Correct answers are highlighted in green, incorrect answers in red, making it SUPER easy to follow up on common mistakes. From

this document, results can be quickly added to a gradebook.

### Where Does it Work?

As long as students have your classroom code, they can access the assessment from any mobile device anywhere. This also means that Socrative is not device dependent. Students may use a classroom computer, laptop, or personal device to access Socrative. Additionally, when students finish a quiz they have the option to "Let another student take the quiz" and may pass off their device!

### Areas of Growth

Students have one opportunity to answer a question. There is no 'back' arrow and students are immediately scored when they press an answer. While initially

stressful for students, it provides the chance to discuss choosing best first-time answers!

Socrative does not recognize formatting such as bold words or underlining so formatting for your quiz/test may have to be tweaked.

After a student answers a question, they receive feedback on whether they answered correctly, but at the end of the quiz, students do not get a final score. To remedy this, I have students keep a Socrative recording log in their ELA binder. They write the name of the quiz, a number for each question, and then, an 'x' or check depending on how they answered. Then, at the end of the quiz, students may calculate their score.

## Kentucky Public Library School Readiness Task Force

Research has shown that engaging in early literacy practices such as talking, singing, reading, writing and playing have more of an impact on lifetime success in school than economic status or family education level. Public libraries offer activities in their early childhood programming to learn all of these skills, but many people are not aware that these services are available free of charge in their communities.

To promote public libraries as valuable service providers of school readiness and expand literacy programs in the state, the Kentucky Department for Libraries and Archives (KDLA) has formed the Kentucky Public Library School Readiness Task Force. The 54-member task force is made up of public librarians, representatives from the Kentucky Department of Education and the Governor's Office of Early Childhood, a University of Kentucky professor and staff from KDLA.

"Public libraries in Kentucky have provided pre-school literacy services through story time groups and other activities for many years," said task force member and KDLA children's and youth services consultant Heather Dieffenbach. "With the governor's emphasis on early childhood education, we

wanted to create awareness that public libraries have long been an important community partner in providing early literacy experiences."

In 2009, Gov. Steve Beshear created the Task Force on Early Childhood Development and Education, which is now a part of the Governor's Office of Early Childhood Education. This task force created a definition for school readiness for Kentucky, which states, "In Kentucky, school readiness means that a child enters school ready to engage in and benefit from early learning experiences that best promote the child's success."

The task force also found that "families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn."

Paul Sawyer Public Library youth services specialist Lynn Baker was instrumental in creating the Kentucky Public Library School Readiness Task Force.

"As a public service organization connected to early childhood literacy, public libraries in Kentucky are in the perfect position to help families, children, schools and communities prepare for success in kindergarten," said Baker.

"While the public library has long been at the forefront of early literacy services within state and local communities, traditional programs (such as story hour and outreach services, which are rich in early literacy experiences) have not been universally recognized as services meant to help prepare children, families and communities for school," said Dieffenbach. "The Kentucky Public Library School Readiness Task Force will educate officials and parents of the important role of public libraries in school readiness."

KDLA provides equitable access to quality library and information resources and services, as well as helps public agencies ensure that legislatively mandated documentation of government programs is created, efficiently maintained and made accessible. For more information on KDLA resources, programs and services visit [www.kdla.ky.gov](http://www.kdla.ky.gov) or call 502-564-8300 ext. 315.

## Art and Essay Contest Celebrates Governor's Mansion Centennial

Kentucky public, private and home school students are invited to submit original artwork and/or essays in the Governor's Mansion Centennial Visual Art and Essay Contest sponsored by First Lady Jane Beshear, the Kentucky Governor's Mansion Centennial Committee and the Kentucky Department of Education. The contest is part of a yearlong series of events celebrating the 100th anniversary of the current Kentucky Governor's Mansion, also known as the "People's House."

"The yearlong Centennial Celebration is an exceptional opportunity for Kentucky students of all ages to learn about the architectural, political and social history of the Governor's mansion," said Mrs. Beshear. "These contests are a perfect way to get

students involved in the Celebration, and winners will be honored at a special ceremony and have their works displayed at the Mansion alongside historical Centennial exhibits."

The visual art contest is open to students in grades K-12. Students may use any medium to create a two- or three-dimensional artwork that reflects one of the visual art contest's themes. First, second and third place winners will be named for students in grades K-2, 3-5, 6-8 and 9-12. Students must submit digital images of their work for judging.

The essay contest is open to students in grades 4-12 who must choose one of three writing prompts for the theme of their essay. First, second and

third place winners will be selected at the three award levels: grades 4-6, 7-9, and 10-12.

First place winners in each age group will receive a \$100 prize, join the First Lady for lunch at the mansion and have their work publicly displayed at the mansion. Prize-winning student art work and essays will become sole property of the mansion as part of its permanent collection.

Complete contest information, rules, judging criteria and an official entry form are available [here](http://governorsmansion.ky.gov/centennial/contest/) and online at <http://governorsmansion.ky.gov/centennial/contest/>. Only electronic entries submitted via e-mail will be accepted. The deadline for submissions is 11:59 p.m. on Friday, March 14. Questions may be directed to [Mary Ann](#)

[Miller](#) or [Rebecca Blessing](#).

All Centennial events and exhibits are sponsored through private donations to the Kentucky Executive Mansions Foundation, Inc. (KEMFI). KEMFI seeks to undertake, promote, assist financially and otherwise support the modification to the restoration, maintenance and preservation of public buildings, sites, structures, places and objects of historic significance owned by the Commonwealth of Kentucky.

For information about the mansion, tours and all the centennial events, visit the Governor's Mansion [website](#), like the "KentuckyGovernor'sMansion" on [Facebook](#) and follow "GovMansion1914" on [Twitter](#).

## Kentucky Bluegrass Award High School Committee

*Laura Younkin is a member of the selection committee for the Kentucky Bluegrass Awards and is the Library Media Specialist at Ballard High School in Jefferson County.*

Every year, students across the state vote on the best book for their age group, thanks to the Kentucky Bluegrass Awards (KBA). It's not librarians or teachers or reviewers but students themselves who decide what the best book on the list was for the past year. Talk about student empowerment!

But how does that list come together every year? There are committees for grades K-2, 3-5 and 6-8 who may have a different way of determining their choices. This is how the High School Masterlist Committee operates:

The selection process begins with reading – lots of it! The reading goes on year round, beginning in April, one year in advance of the announcement of nominees. For the high school list, sixteen committee members (eight statewide readers and another eight on the selection committee) read dozens of nominated books (67 and counting for the list currently being compiled). One of the more industrious committee members has already read 41 books this year and has a stack of several more she

plans to get through before the final selection.

Members of the high school committee cover a range of library media specialists jobs, including a college LMS professor and a former young adult specialist from Joseph-Beth's Booksellers, but the majority are high school library media specialists. The selection committee members alone have 166 years of experience working with young adults. With members from Paducah to Berea, the committee tries to cover the whole state and include readers and committee members from every region.

Much of the ratings and discussions for the high school list, take place via e-mail with all 16 members, but the eight members of the high school selection committee meet in person at least four times a year – sometimes more – in Lexington. Members try to keep the wide scope of Kentucky teenagers in mind as they compile the list of ten book nominees, looking at a broad range of genres. The past few years could have easily seen lists of top ten paranormal romances or top ten dystopia novels, but the members try to have something for just about any reader.

The books selected must meet criteria set by the Kentucky Bluegrass Award; they

must have been published within the past three years, have respected review sources, and have the potential to garner student interest.

Once the list is compiled and published, the committee does not stop. That's when they work to help publicize the list, encourage library media specialists to buy the books, have their students read them, and then vote. To this end, members create Prezis and sometimes Power Points that are posted on the [KBA webpage](#) for anyone to use. The website is a great starting point for finding out more about KBA. Members also present at the Kentucky Association of School Librarians (KASL) Fall Conference in conjunction with the Kentucky Library Association and at KASL's Summer Refresher to help spread the word about the great books out there for young adults.

So if you've ever wondered where the list of 10 books that Kentucky's students use to choose their favorite book of the year comes from, now you know that chances are, somewhere in this state, a KBA committee member is reading a book at this very moment, trying to decide if it's a good choice for next year's list.



## Science and Engineering of the 2014 Olympic Winter Games

*The National Science Foundation (NSF) is an independent federal agency created by Congress in 1950 "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense..." They are the funding source for approximately 20 percent of all federally supported basic research conducted by America's colleges and universities. Learn more at [www.nsf.gov](http://www.nsf.gov).*

The National Science Foundation has partnered with NBC Learn (the educational arm of NBC News) to release the "Science and Engineering of the 2014 Olympic Winter Games" – the latest installment in the Emmy Award-winning "Science of Sports" series.

This enlightening [10-part video collection](#), narrated by NBC Sports' Liam McHugh, delves into the physics, engineering, chemistry, design and mathematics behind the world's foremost sporting event:

- Physics of slopestyle skiing: Nick Goepper
- Engineering the half pipe: Shaun White
- Engineering competition suits: Shani Davis
- Injury and recovery: Lindsey Vonn
- Science of ice: J.R. Celski, Brittany Bowe, Gracie Gold
- Science of snow: Ted Li-



gety, Heather McPhie

- Engineering faster and safer bobsleds: Steve Langton, Steve Holcomb
- Alpine skiing and vibration damping: Julia Mancuso, Heath Calhoun
- Figure skating physics: Evan Lysacek, Gracie Gold, Ashley Wagner, Meryl Davis, Charlie White
- Olympic movement and robotic design: Meryl Davis, Charlie White, Julie Chu, Shaun White

The series' diverse topics reveal how key engineering and science concepts and cutting-edge technology play an integral part in each athlete's respective sport and help maximize their perfor-

mance at the 2014 Sochi Games.

**Each episode is available cost-free to teachers, students and the public at [NBCLearn.com](http://NBCLearn.com) and NSF websites ([nsf.gov](http://nsf.gov), [Science360](http://Science360)).**

"These stories demonstrate the interplay between sports and engineering, in areas from robotics to medical treatments," said Pramod Khargonekar, NSF's assistant director for engineering.

"We hope the impressive feats of athletes and engineering researchers will engage and inspire young people, as they see how engineering technologies can change many facets of our lives."

# National Center for Family Literacy Rebrand



*About the National Center for Families Learning*  
The National Center for Families Learning (NCFL) is a national nonprofit organization dedicated to helping adults and children learn together. NCFL creates and deploys innovative programs and strategies that support learning, literacy and family engagement in education. From the classroom to the community to the digital frontier, NCFL collaborates with educators, advocates and policy-makers to help families construct hotspots for learning wherever they go. For more information visit their [website](#).

The National Center for Families Learning (NCFL), formerly the National Center for Family Literacy, in November revealed its new name and resources, adding to an already robust set of tools that supports all

*"Literacy will always be a cornerstone of what we do and this move to learning is about being more inclusive and strengthening ties with the families and communities we serve."*

who make learning successful—children, parents and educators.

As creator of National Family Literacy Day® and Month®, NCFL kicked off the 2013 celebration with a nod to its past and a steady look to the future by evolving the way literacy is perceived—as skills that exist on a continuum and fulfill the modern-day requirement of lifelong learning. NCFL believes learning does not end with

becoming literate—lifelong learning is crucial for success, opportunity and economic prosperity.

True to the organization's roots, the idea of moving from literacy to learning came from

families enrolled in family literacy programs: learning is a positive, active and ongoing experience, and families enroll in programs to learn something specific—how to read, get a better job or help their children with homework and beyond.

"Literacy will always be a cornerstone of what we do," said Sharon Darling, president and founder of NCFL, "and this move to learning is about being more inclusive and strengthening ties with the families and communities we serve by bringing our mission to life in everyday language."

NCFL continues to champion foundational concepts like Parent and Child Together (PACT) Time® and remains tightly connected to supporting parents and children working to improve basic literacy skills. NCFL reinforces its position as an ideal partner for families and educators alike with its new name and a host of resources available online, including the organization's new site, [www.familieslearning.org](http://www.familieslearning.org), and the popular [www.Wonderopolis.org](http://www.Wonderopolis.org).

"NCFL's foundation is the perfect springboard to explore new approaches and tools responsive to today's times. We look forward to many more announcements in the coming months," said Emily Kirkpatrick, NCFL's vice president.

## Additional announcements

- In recognition of growing interest in intergenerational approaches to learning among diverse audiences, including educators, libraries, local government leaders and philanthropists, NCFL also announced a new tool for educators and advocates of families and education called Families and Learning NOW. Families and Learning NOW is a weekly curation of relevant literacy and learning news, research findings and

emerging best practices in family learning, hand-selected by NCFL to inform increasing interest in intergenerational learning efforts.

- NCFL's national convening is now known as Families Learning Summit & National Conference on Family Literacy. The event will bring family engagement in education to life for attendees with a diverse array of content, contributors and participants.
- The National Conference on Family Literacy will continue to offer a dedicated forum where the family literacy community can once again count on the valuable experience established in the 22-year history of the event. The Families Learning Summit infuses a wider lens on NCFL's National Conference on Family Literacy and will bring family engagement to life for attendees next February in Washington, D.C.
- The Summit moves beyond traditional literacy programming, elevating the experience with: sessions related to emerging research, policy insights, family engagement and academic standards; activities that illustrate learning in action using community assets such as libraries and museums; and exploration of Washington, D.C.
- Celebrity, parent and education and literacy advocate Holly Robinson Peete will be the Summit's keynote speaker.
- Updates will be available on [www.familieslearning.org](http://www.familieslearning.org) for conference information as the date approaches.

For more information, contact Media Contact [Sara Crumley](#), SHIFT Communications for NCFL.

## PD 360: Classroom Management—Narrating Positive Behavior

Narrating positive behavior in the classroom allows teachers to reinforce their instructions in a constructive way, drawing attention to desired behavior instead of misbehavior.

Effective behavior narration begins with teachers giving clear,

step-by-step directions. After

giving directions, teachers identify individuals or groups who are following the instructions and briefly describe their actions to the class.



Younger elementary students typically appreciate positive individual recognition, while older students may prefer not to be singled out. They may respond better to behavior narration that targets groups more than individuals.

Learn more about the newly added classroom management strategies by viewing [video segments](#) in the Classroom Management program on PD 360.

## See What's New From the Literacy Design Collaborative



### Literacy Design Collaborative

The Literacy Design Collaborative is a national community of professional educators working together to prepare students for college and the 21st century workplace. LDC delivers proven, teacher-designed tools and resources to help students meet and exceed the demands of the Common Core State Standards (CCSS). Learn more at [www.LDC.org](http://www.LDC.org).

Since receiving a generous, three-year grant of \$12 million from the Bill and Melinda Gates Foundation, the Literacy Design Collaborative (LDC) team has been hard at work improving LDC tools and workflow. Guided by feedback from the field, LDC has created new teacher-designed and teacher-

tested tools that are more efficient, more effective, and easier to use. They've also been redesigning their website to improve navigation and include new resources.

#### Introducing LDC CoreTools

[LDC CoreTools](#) is a new online curriculum planning and design workflow that empowers educators through linked technology. CoreTools includes:

- A library of exemplary CCSS-aligned curriculum modules
- A library of vetted mini-tasks
- Resource guides, professional development content, and teacher videos
- Student and teacher artifacts
- A growing bank of additional LDC community-generated resources to support teacher and student success

#### Presenting the New LDC Website

[Take a look!](#) You'll notice an all-new look and feel, and many other enhancements. The redesigned website includes a variety of practical help and support tools for both teachers new to LDC and experienced users. Changes include:

- Improved site navigation
- Clear paths to tools and resources for teachers, coaches, and administrators
- Quick access to LDC CoreTools
- LDC research, case studies, teacher success stories, news, and more!
- FAQs, overviews, guided videos, and new support resources
- LDC partner information pages

Learn more at [www.LDC.org](http://www.LDC.org).

## Professional Growth and Effectiveness System (PGES) Update

#### Online Student Voice Survey Tool Kit Available

A Student Voice Toolkit is now available to assist schools and districts in successfully completing the PGES Student Voice Survey. The Toolkit is located on the [Student Voice web page](#) and contains guidance documents, frequently asked questions and sample survey questions. The toolkit will be updated intermittently with timely information regarding survey preparation, administration and results. The Student Voice Survey will be administered March 19 – April 2. All teachers in the

pilot are required to participate. Districts are encouraged to include all teachers in the district in preparation for full implementation of the survey in the 2014-15 school year.

#### Assessment for Learning—Segment 4: Student Involvement

Assessment of student learning is a critical component of instruction. Teachers must know whether students have learned what was intended. [Segment 4](#) of the video series, *Assessment for Learning*, demonstrates how continuous student involvement in the assessment process keeps

the learning target in full view at all times. These practices align to Component 3D, Using Assessment in Instruction, in the [Framework for Teaching](#). This video series and other resources can be found in [PD360](#).

#### Third Observation Window

The third observation window for PGES statewide pilot runs through February 28. If a teacher participating in the pilot has not had a Peer Observation, one should be scheduled during this timeframe. Principal or a peer observations may take place

within the third observation window. The principal must conduct the fourth and final observation as the summative evaluation during the fourth observation window.

Reminders:

- (1) Due to the potential for more inclement weather, it is wise to schedule observations and an alternate observation date as soon possible.
- (2) Please upload all observations into CIITS/EDS. Note there is an arrow for the drop down menu to choose the appropriate window in which to load the observation.



## Upcoming Literacy Events Around Kentucky

#### KCTE/LA Annual Conference

The Kentucky Council of Teachers of English/Language Arts will host its annual conference Feb. 21-22. Entitled "Bridging the Literacy Gap," the 78th anniversary conference will be held at the Embassy Suites Lexington. For more information and to register, visit its [website](#).

#### TALK Conference

On June 16-17 in Louisville, the

Teaching Advocates Leading Kentucky (TALK) will hold its second annual conference.

Are you a classroom teacher, or can team up with one, and want to share your expertise with colleagues across Kentucky? Organizers are seeking presenters for *Let's TALK: Conversations about Effective Teaching and Learning*, a conference for, by and about teachers focusing on the Kentucky Core Academic Standards, especially the Next

Generation Science Standards, and the Professional Growth and Effectiveness System (PGES).

Submit a breakout session proposal focusing on one or more of the following to help conference participants:

- \* Gain practical classroom strategies
- \* Learn to use electronic tools
- \* Attain a comfort level with PGES
- \* Consider new leadership roles
- \* Become familiar with the Ken-

tucky Framework for Teaching

Proposals can be submitted electronically or hard copy and are due by Jan. 31. A classroom teacher must be at least a co-presenter for each session. Details can be found in the [Call for Conference Proposals](#).

Share a conference Save the Date [flyer](#) with your colleagues. If you have questions, please contact Michelle Duke at [talk@kea.org](mailto:talk@kea.org) or 502.696.8948.

# Help

Your contributions of ideas and lessons that work are welcome. E-mail [mikkaka.overstreet@education.ky.gov](mailto:mikkaka.overstreet@education.ky.gov) to submit. Your submissions may be included in the *Literacy Link* to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past Literacy Links on KDE's website:  
[Click Here](#)



## If you have questions or concerns, we want to help. Contact:

- Cindy Parker – Literacy Coordinator – [cindy.parker@education.ky.gov](mailto:cindy.parker@education.ky.gov)
- Kelly Clark – Literacy Consultant – [kelly.clark@education.ky.gov](mailto:kelly.clark@education.ky.gov)
- Jackie Rogers – Literacy Consultant – [jackie.rogers@education.ky.gov](mailto:jackie.rogers@education.ky.gov)
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- MK Overstreet – Literacy Consultant – [mikkaka.overstreet@education.ky.gov](mailto:mikkaka.overstreet@education.ky.gov)
- Kathy Mansfield – Library Media/Textbooks Consultant – [kathy.mansfield@education.ky.gov](mailto:kathy.mansfield@education.ky.gov)



## Feedback from the Field



*Your feedback helps us to tailor the Link to best meet the needs of teachers. Tell us how you're using it. Tell us what you want to see more or less of. We want to hear from you! E-mail [MK Overstreet](mailto:MK.Overstreet@education.ky.gov).*

"Once again, I have enjoyed reading the latest issue of The Literacy Link. I always learn something new, and I

love hearing about what is going on in other parts of the state. Thanks for the great work!

—Cary P.

"Thank you for such a nice mention of Inspiring Middle School Literacy in this newsletter. I really enjoy each issue, and think it is very beneficial to teachers. Just

wanted to let you know that, based on teacher feedback and student impact, WGBH is making improvements to Inspiring Middle School Literacy. Also, a new HS Literacy resource similar to this one for MS is being imagined and developed by WGBH. Exciting stuff!

—Cynthia W.

## Additional Reading and Other Resources

- Summer Institutes: Teaching the Humanities through Art—The Smithsonian American Art Museum in Washington, DC is hosting two week-long institutes to be held June 23–27 and July 28–August 1, 2014. Core subject teachers for grades 6–12 may apply as individuals or as part of a team. Registration is \$200 per participant. Graduate credits, scholarships, and low-cost housing accommodations are available. Applications are due March 31, 2014. Click [here](#) to learn more and apply.
- Are you a digital superstar at your school? If you are creatively integrating digital media and technology, apply to the 2014 PBS LearningMedia Digital Innovators Program. This year-long professional development program is designed to foster and grow a community of 100 digitally-savvy educators through access to virtual trainings and exclusive resources, national recognition and membership into a robust professional learning community. Fifteen top applicants will also receive an all-expense paid trip to Washington, D.C. to participate in the [2014 PBS LearningMedia Digital Summit](#). All Digital Innovators are required to complete a set of [responsibilities](#). Application deadline is Feb. 14, 2014. Applicants should complete the online application. Learn more about the [application process](#).
- Reach Associates, in collaboration with KDE, is offering a FREE LDC training opportunity in Lexington, KY. Our national LDC trainers from Reach Associates will be with us in April to offer two LDC training sessions. April 17 will be for participants new to LDC, while April 18 will be designed for those experienced with LDC. See the [attached flyer](#) for more information. Please register at [www.kellyphilbeck.com](http://www.kellyphilbeck.com).
- [Judy Sizemore](#), educational consultant and cultural researcher with Berea College



and the University of Kentucky/Department of Anthropology, recently completed a series of lesson plans as part of the interpretive plan for the

Harrods Creek community, an historically African American community near the construction site for the East End Bridge in Louisville. The interpretive plan and lesson plans are posted on the Louisville Southern Indiana Bridges Project [website](#). There are two lessons for fourth and fifth grade and one for eighth grade with accompanying resources for use by educators. The lessons are particularly relevant for Black History Month.

- Two resources you may find useful in your work are [Implementation of the Common Core State Standards A Transition Guide for School-Level Leaders](#) and [Implementing Common Core State Standards and Assessments A Workbook for State and District Leaders](#).